

BF.VI The early language/communication, pre-reading and social-emotional skills of preschool children with disabilities receiving special education and related services are improving.

1. Baseline/Trend Data and Analysis (for reporting period July 1, 2002 through June 30, 2003):

This is a new area of focus established by the Office of Special Education Programs in January of 2004 and data are currently limited to the School Entry Profile.

The School Entry Profile is an assessment instrument used to rate the school readiness of students from a random sample (10%) of Missouri public elementary districts and schools. All kindergarten teachers in sample schools are trained to rate all the children in their classrooms including children with disabilities. However, the children with disabilities rated as part of this assessment cannot be considered representative due to sampling methodology based on types of schools represented, not students. Consequently, analysis of data provided by this instrument and the conclusions or generalizations drawn thereof must be placed in the appropriate context.

The School Entry Profile consists of 65 ratings items that reflect entry-level skills, knowledge, behaviors, and dispositions in seven areas of development. Areas identified include symbolic development, communication, mathematical/physical knowledge, working with others, learning to learn, physical development, and conventional knowledge. Items for the symbolic development, communication, mathematical/physical knowledge, working with others, and learning to learn domains are assessed with a three-point scale: *almost always*, *occasionally/sometimes*, and *not yet/almost never*. Items comprising the physical development and conventional knowledge domains are scored *yes* and *no*. Raw scores are converted to standard scores with a mean of 100 and a standard deviation of 15.

Additionally, parents complete a Parent/Guardian Survey about their children. This survey provides data about children's health, education, and home literacy experiences prior to kindergarten. The *Parent/Guardian Survey* obtains information from parents on health issues, the child's participation in programs or pre-school attendance, and the frequency of home literacy activities. Parents indicate whether their child had experienced or participated in each of the following prior to kindergarten: Parents as Teachers (PAT), First Steps, Early Childhood Special Education, Early Head Start, Head Start, public pre-school, private pre-school, child care at a center, parent care at own home, child care at own home, and child care at another private home. Additionally, for each experience, parents indicate the length of the child's participation (less than one year, 1-2 years, or more than 2 years) and whether pre-school and child care experiences were in licensed or accredited facilities.

School Entry Profile results for children with disabilities (subset of the sample of all students) were as follows:

School Entry Profile Standard Scores														
Readiness Scales	Fall 1998			Fall 1999			Fall 2000			Fall 2002			Comparison of Differences	
	All IEP	Spec. Ed. Services Plus PAT & Pre-School	Difference	All IEP	Spec. Ed. Services Plus PAT & Pre-School	Difference	All IEP	Spec. Ed. Services Plus PAT & Pre-School	Difference	All IEP	Spec. Ed. Services Plus PAT & Pre-School	Difference	Average Difference All Years Assessed	Average Difference 2000 and 2002
Symbolic Development	95.2	98.1	2.9	97.2	95.7	-1.5	96.9	95.4	-1.5	96.1	97.7	1.6	0.4	0.1
Communication	95.0	99.3	4.3	96.8	95.7	-1.1	96.0	95.9	-0.1	94.7	96.5	1.8	1.2	0.9
Mathematical/Physical Knowledge	95.1	101.4	6.3	96.8	96.0	-0.8	95.1	96.1	1.0	94.7	98.5	3.8	2.6	2.4
Working with Others	95.3	99.4	4.1	98.3	99.2	0.9	95.5	96.1	0.6	96.2	98.0	1.8	1.9	1.2
Learning to Learn	95.1	99.6	4.5	97.9	95.6	-2.3	96.0	95.8	-0.2	94.3	97.0	2.7	1.2	1.3
Conventional Knowledge	94.8	99.3	4.5	96.5	96.5	0.0	97.1	96.8	-0.3	94.9	99.5	4.6	2.2	2.2
Preparation for Kindergarten	95.5	99.9	4.4	96.9	97.5	0.6	96.3	98.8	2.5	95.5	99.9	4.4	3.0	3.5
	N=334	N=42	-	N=195	N=46	-	N=353	N=118	-	N=349	N=93	-	-	-

Source: Missouri Department of Elementary and Secondary Education - School Entry Assessment Project Report of Findings for 1999, 2000, and 2002.

Notes:

- The School Entry Profile was not conducted in 2001.
- The mean standardized scale score is 100 with a standard deviation of 15.
- All IEP are all the children with identified disabilities attending kindergarten in the sample districts/schools.
- Spec. Ed. Services plus PAT & Pre-School are the children with identified disabilities attending kindergarten in the sample district/school who participated in the following pre-kindergarten experiences: Special Education (First Steps, Early Childhood Special Education, etc.), Parents as Teachers (PAT), and pre-school (public or private).

Formulas: Readiness Scale Difference = Spec. Ed. Services plus PAT & Pre-School Readiness Scale Standard Score – All IEP Readiness Scale Standard Score

School Entry Profile - Comparison of Trends:

Of the students assessed:

- All seven Readiness Scales for All IEP and Special Education Services plus PAT and Pre-school were within one standard deviation of the mean, i.e. standard scores were greater than 85 and less than 115.
- All seven areas of development for All IEP and Special Education Services plus PAT and Pre-school were below the mean with the exception of Mathematical/Physical Knowledge in 1998 which was slightly above the mean.
- In each year assessed, children with pre-kindergarten experiences in Special Education Services plus PAT and Pre-School received higher scores in Working with Others and Preparation for Kindergarten than All IEP.
- Based on the average differences of all seven areas assessed, children with pre-kindergarten experiences in Special Education Services plus PAT and Pre-School obtained higher standard scores than All IEP in all seven areas of development

Resultantly, of the small sample of children with disabilities who were rated, data suggests those with pre-kindergarten experiences in Special Education Services plus PAT and Pre-School, exhibited greater levels of school readiness in all seven areas of development. Additionally, scores of this sample grouping increased the last two assessment years (2000 and 2002) suggesting improvements in school readiness from special education and related services combined with PAT and pre-school. However, it should be noted that these data represent only a fraction of pre-school children with disabilities in the State of Missouri.

2. Targets (for reporting period July 1, 2002 through June 30, 2003):

Targets had not been set for the 2002-2003 school year.

3. Explanation of Progress or Slippage for reporting period July 1, 2002 through June 30, 2003):

Limited data make it difficult to draw conclusions. Slight improvements may be due to less restrictive placements and participation in Early Childhood Special Education along with other preschool experiences.

Professional Development Trainings conducted during 2002-2003 include the following:

Training	Number of Trainings Conducted	Number of LEAs Attending	Number of Participants	Notes
Least Restrictive Environment in Early Childhood Special Education	11	33	222	Majority of participants were special education teachers

4. Projected Targets:

- Continue ongoing discussion about valid and reliable assessment methodology to measure performance level of pre-school children.
- Continue to increase the performance level of children who receive special education and related services prior to age 5.

5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
2.6.1 BF.VI BP BF.IV BF.V	<p>A) Establish ongoing dialogue among personnel at DESE (Early childhood, Title I, Special Education) and school administrators and agencies to provide leadership and guidance on issues related to providing appropriate services to preschool children including children with disabilities.</p> <ul style="list-style-type: none"> • Incorporating Missouri Pre-K standards in IEPs • Establishment of a Born to Learn vs. Ready to Learn philosophy. • Increased technical assistance on ECSE LRE • Research-based practices identified and disseminated 	<p>2.6.1.1 Stakeholders identified 2.6.1.2 Guidance developed 2.6.1.3 Policies reviewed and revised 2.6.1.4 Best Practices disseminated</p>	<ul style="list-style-type: none"> • Policies that reflect integration of EC and ECSE with a focus on improved achievement 	<p>Timelines: Begin activity during the 2004-05 school year and develop timelines at that time.</p> <p>Resources: <u>Section Responsibility:</u> Effective Practices</p> <p><u>Funding Type:</u> Part B funds</p>
2.6.2 BF.VI BP GS.II BF.IV BF.V	<p>B) Analyze the existing data regarding ECSE to determine the impact of ECSE services on achievement.</p> <ul style="list-style-type: none"> • School Entry Profile • LRE • ECSE applications • Compliance monitoring 	<p>2.6.2.1 Data Collected 2.6.2.2 Data Implemented 2.6.2.3 Plan with recommendations developed</p>	<ul style="list-style-type: none"> • Impact of ECSE services on achievement is determined based on data analyses. 	<p>Timelines: Begin activity during the 2004-05 school year and develop timelines at that time</p> <p>Resources: <u>Section Responsibility:</u> Effective Practices Data Coordination Compliance</p> <p><u>Funding Type:</u> Part B funds</p>